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# NATIONAL 4-H LEADER FORUM EVALUATION

A 4-H INTERN REPORT

By

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Advisor:

Eugene Seifrit  
National 4-H Foundation

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## NATIONAL 4-H LEADER FORUM EVALUATION

During the period March 6-11, 1972 it was this writer's good fortune to participate in a 4-H Leader Forum held at the National 4-H Center in Washington, D. C. Prior to this period a planning meeting was held in January to outline a strategy for the program and to consider the objectives for the Leader Forum. These included helping 4-H leaders:

- Gain an understanding of youth and their needs.
- Explore new approaches to leadership.
- Strengthen program development skills.
- Increase understanding of others and self.

These objectives served as the focal point around which definitive plans for the forum evolved. Since National 4-H Leader Forums had not been subjected to evaluation in the recent past, Dr. Macklin and Mr. Seifrit felt this to be an opportune time to evaluate their effectiveness. Thus, my function at the Forum was three-fold:

- I To coordinate this National 4-H Leader Forum;
- II To learn the reasons why leaders attend this National event; and,
- III To determine the educational effectiveness of the National 4-H Leader Forum for 4-H leaders.

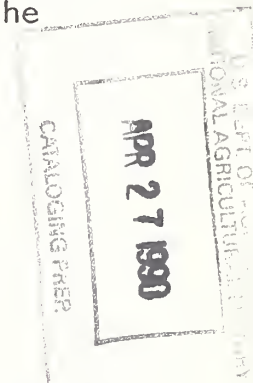
To facilitate one's comprehension, the following report has been divided into three sections, each relating to one of the three functions listed above.

### Section I. Coordinate the Leader Forum.

This function was accomplished with little incident as a result of the thorough orientation provided by Eugene Seifrit. The program in general appeared to run smoothly primarily due to the capable assistance of Kathleen Flom, W. W. Eure, Pat Johnson, Barbara Harris (Illinois Assistant State 4-H Leader), Frank Wiles (New York group coordinator) and the educational division secretaries, Faith and Marj.

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This evaluation report was prepared by Charles F. Dvorak, Program Leader, Youth Development 4-H, Cornell University Ithaca, New York, June 1972.



As the week progressed several observations were made and are recorded here for consideration in planning future leader forums. The reader will note the relationship between my personal observations and the reasons which leaders listed as their objectives for attending the Leader Forum. (These reasons are listed in Section II.) For example, one observation which I made in visiting with the leaders was their strong desire to visit the historic shrines, government buildings and their congressmen. This was also reflected as one of the main reasons why the leaders attended the forum. As will be noted later (in Section II) the vast majority of leaders (75)1/ mentioned this as one of their objectives.

An orientation to the National 4-H Center by members of the center staff is an important aspect of the program since many leaders have heard about the center from previous program participants. A general orientation also helps leaders become more familiar with their week's habitat.

One of the highlights of the week was Miss Dorothy Emerson's visit with the leaders. She has a certain charisma that electrifies her audience through her dynamic and captivating presentation. Since her remarks serve as a springboard for later discussion it is important that she appear early in the week as she did during this forum.

The topic "Program Planning" is too important to be presented when leaders are too tired to deal with the subject. Both Dr. Banning and Miss Wilson did an excellent job with the subject both in early preparation and in presenting the program. However, an error in judgement, for which I take responsibility, was in placing this subject in the evening following a field trip in the metropolitan area. This program should be presented in the morning when leaders are refreshed. Simpler concepts should be saved for evening classes and these should be no longer than one hour in duration.

As we project to future classes which deal with teaching aids, emphasis should be placed on simple, inexpensive, easy-to-make devices such as flannel boards, posters, and charts which leaders could prepare at the forum if possible, in a workshop setting. Audio-visual aids with which 4-H leaders are likely to come in contact, such as slide projectors, portable overhead projectors and 16 mm film projectors should be available for actual operation by the participants. This then involves not only the senses of sound and sight but also the sense of touch. Research indicates that the more senses employed in the learning process the greater the initial learning and its retention.

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1/ Of the 121 adults who attended the Forum, 95 provided useable data and form the population for the statistical information on which this evaluation is based.

Another area which needs to be considered is providing opportunity for early interaction of 4-H leaders. Several participants indicated that the Wednesday International night, which was very well received, should have been held earlier in the week (Tuesday at the latest). This need is reflected in the fact that 46 leaders stated that one of their purposes was to meet people from other states.

In addition, leaders felt a strong need to share program ideas with others sooner than originally scheduled. This also was reflected in the large number of leaders (55) who stated this as one of their objectives for the week. As a result of strong feelings by the leaders the program was restructured and opportunities for leader interaction occurred on Thursday instead of Friday, as originally planned.

The interaction between leaders focused on nine general areas suggested by a committee of 4-H leaders, from which each leader selected one topic to discuss in small groups. The nine topics included:

1. Problems and concerns of paraprofessionals.
2. Horse leader issues.
3. Working with large groups (20+).
4. Involvement of older youth in county events.
5. Leader frustrations.
6. How to involve parents.
7. Recognition and rewards.
8. Low cost activities.
9. Community service ideas.

The "sharing ideas" session was moved to Friday afternoon causing a shortening of the reporting back session from the "Back Home Planning". I don't feel, however, that this diminished the effectiveness of leaders' consideration of planning what they would do on their return home.

The session dealing with interpersonal relationships entitled, I'm Ok--You're OK based on a book bearing the same name appeared to be well received. The leaders responded to the presentation and although the program was two hours in length, showed little interest in closure. They raised provocative, thoughtful questions indicating a need to discuss this subject further. If possible, this type of content should be included in other leader forums.



### Evaluation Design for Sections II & III

In an attempt to learn the reason(s) why leaders attend National 4-H Leader Forums and to determine the educational effectiveness of the program several instruments were prepared. The first instrument, Statement of Purpose was developed on the assumption that if we were to learn the reason(s) why 4-H leaders attended the forum one procedure would be simply to ask them. Each leader was provided a form (appendix A) and asked to list their objective(s) for attending the forum. They were then asked to list the objective(s) again on the bottom half of the sheet, tear the sheet on the dotted line, retain the bottom half and return the top half to me. In this manner they were able to refer to their purposes at the conclusion of the week's program when they were asked to indicate the degree to which they attained each objective. The top half was used to glean the several purposes and the number of times each purpose was mentioned.

The second instrument (appendix B, Form A) was to serve as a benchmark to determine how leaders felt about their understanding of various subjects, e.g., purpose of 4-H, use of teaching aids, program planning. At the week's conclusion they were asked similar questions (Form B). It was considered that a +1 could indicate growth during the week but could also occur due to chance effects. A +2 or more movement, however, would account for growth over and above any chance effect between Forms A and B. The results of this test are described on pages 6 to 8. It should also be noted that a movement in a negative direction need not necessarily reflect loss but perhaps a more realistic appraisal by the respondent of his understanding of the subject than he had at the beginning of the week.

The third instrument (appendix C) was designed to ascertain cognitive growth of certain concepts which were to be presented and/or discussed during the week. In each instance a comparison of pre- and post-test responses should yield a greater depth of concept comprehension. Not taken into account is the ability of the respondent to articulate his or her conceptual understanding. One can only compare the respondent's first with his second response four days later at which time he may have experienced cognitive growth. It should also be noted that greater articulation in the post-test does not necessarily reflect new knowledge, but it could imply that discussion during the week helped him formulate his previously acquired knowledge in more appropriate response patterns.

Rather than analyze 95 responses it was decided that a 25% simple random sample would be sufficient to reflect cognitive gain.



## Section II - Statement of Purpose

Following is a compilation of the objectives stated by leaders who completed the statement, "My objectives for attending this Leader Forum:". The objectives are ranked 1 thru 17 according to the number of times each response was listed.

<u>Rank</u>	<u>Reason</u>	<u>No. of Responses (N=95)</u>
1	To see Washington, view historic points of interest, and understand government	75
2	To share ideas with others	55
3	To meet people from other states	46
4	To improve leadership skills (understand leader responsibility and expectations)	43
5	To learn more about 4-H	38
6	To see the National 4-H Center (Heard so much about Ldr. Forums/Citizenship Short Courses/4-H Foundation)	35
7	To learn to understand (cope with, retain) youth (includes teens and pre-teens)	22
8	A vacation	21
9	Was asked to attend (awarded trip/represent county)	16
10	To have a good time	15
10	To improve program	15
12	To improve teaching competence	10
13	To accompany my spouse	7
13	Infusion of enthusiasm/inspiration/rejuvenation	7
15	To learn more about 4-H youth nationwide	6
16	For self-evaluation	5
17	Learn how to help youth	4
17	Learn ways to interest parents	4

### Section III - Educational Effectiveness

The following six items reflect the numbers and percentages of participants whose Friday post-test (Form B) represents a movement in either a positive (+) or negative (-) direction or no movement (0) from their response on the Monday pre-test (Form A). Both tests were administered at the same time of day (5 p.m.). No subject matter was presented prior to the administration of the pre-test nor following the post-test.

Item #1 The degree to which I understand the purpose of 4-H in my state.

	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=95 #	1	2	13	23	29	15	7	4	1	0
%	1	2	15	24	30	16	7	4	1	0

(28% indicated a +2 or greater gain; 3% a -2 or greater loss)

Item #2 The degree to which I plan to use teaching aids in my 4-H club.

	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=95 #	0	1	1	5	16	18	17	17	9	11
%	0	1	1	5	17	19	18	18	9	12

(76% indicated a +2 or greater gain; 1% a -2 or greater loss)

Item #3 The degree to which I feel confident to use teaching aids in my 4-H club.

	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=95 #	0	1	2	24	22	17	15	10	4	0
%	0	1	2	25	23	18	16	11	4	0

(49% indicated a +2 or greater gain; 1% a -2 or greater loss)

Item #4 The extent to which I understand the program planning process.

	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=95 #	1	2	0	3	4	23	19	23	10	7	2	1
%	1	2	0	3	4	24	20	24	11	7	2	1

(45% indicated a +2 or greater gain; 6% a -2 or greater loss)

Item #5 The degree to which I intend to involve others in planning a 4-H club program.

	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=95 #	2	0	1	1	2	9	23	24	17	8	4	1	3
%	2	0	1	1	2	9	24	25	18	9	4	1	3

(35% indicated a +2 or greater gain; 6% a -2 or greater loss)

Item #6 The degree to which I feel confident as a 4-H leader.

	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
N=92 #	2	2	11	34	22	15	4	1	0	1
%	2	2	12	37	24	16	4	1	0	1

(22% indicated a +2 or greater gain; 4% a -2 or greater loss)

Items 7 and 8 are a departure from the pre-test design but reflect, I feel, on the intrinsic and altruistic value of the National 4-H Leader Forum. Although difficult to assess, the responses do reflect quite favorably on the affective impact of the Forum on 4-H leaders.

Item #7 The extent to which this Leader Forum has helped me as a 4-H leader.

N=95	1	2	3	4	5	6	7
#	0	0	0	6	14	28	47
%	0	0	0	6	14	30	50

Item #8 The extent to which this Leader Forum has helped me as a person.

N=95	1	2	3	4	5	6	7
#	0	0	1	6	9	23	56
%	0	0	1	6	9	25	59

It is significant to note that at least 80% of the leaders felt the program helped them to the extent that they circled either 6 or 7.

Item #9 "The degree to which this leader forum has met my objectives" has been recorded beside each respondent's objectives. These have been sent separately to Dr. Macklin. It would be an interesting study to determine the extent to which each personal objective had been attained. But that is beyond the scope of this evaluation and will not be considered further in this report.

### Cognitive Gain

In an attempt to ascertain cognitive gain a 25% sample was taken for analysis. The pre-test and post-test results were recorded in left-hand and right-hand columns respectively, and placed in Appendix D (see pages 16 to 32). Posted in this manner the reader can review each of the 23 leader's understanding of the six concepts at the beginning and at the end of the week. It was anticipated that the post-test would reflect greater understanding of each concept than the pre-test.

## Results

In reviewing the differences between the pre- and post-tests there appeared to be considerable variability between concepts in terms of general understanding. For instance, the concepts "program planning" and "youth development" appeared to be quite well understood before the leaders arrived at the forum as reflected in both the left-hand and right-hand columns. Perhaps these topics are adequately covered in county 4-H leader training programs.

On the other hand, the concepts "teaching aids", "education", "interpersonal understanding" and "citizenship" appeared to be somewhat better understood at the end of the week than at the beginning. Stated another way, there appeared to be a greater degree of articulation in the post-test in comparison to the pre-test. This is not meant to imply that the pre-test statements were weak. On the contrary, the leaders appeared quite conversant, generally, with each of the six concepts. The post-test, however, did reflect a somewhat sharper focus than pre-test.

## Concluding Remarks

Considering that the leaders had three different forms to complete Monday afternoon and two on Friday, I feel they were extremely cooperative. This procedure should not be employed again in this fashion unless deemed necessary to obtain similar data. Although agreeable and cooperative, several comments indicated that the leaders would have been unwilling to complete more forms. This approach easily could have established a negative attitude in the participants.

As decided upon during the initial planning meeting, a six-month evaluation will be conducted with a sample of the participants to determine the degree to which the four Leader Forum objectives had been met. A report will follow on completion of that part of the study.

When planning future leader forums it would be well to consider the reasons why leaders attend, as indicated on page 5. Since such a disproportionately large number of leaders desire to see Washington, D. C., it would be well to satisfy this need early in the forum. Similarly, the need to meet other leaders and share ideas must be considered early in the forum. This is consistent with basic educational psychology, wherein learner needs must first be at least minimally satisfied if the educational objectives for which a program is developed are to be attained.

## SIX MONTH FOLLOW UP STUDY

As indicated on page 9, a six month evaluation was included in this study to determine among other things, the extent to which Leader Forum participants felt the four objectives were attained, especially after a six month period.

The instrument employed for this phase of the study consisted of eight questions, again using a 7 point continuum with 1 the lowest and 7 the highest rank (see pages 33 and 34 for the explanatory covering letter and Form C). Of the 120 participants to the Leader Forum, a 70% return was obtained to Form C. Considering the six month span of time this large percentage reflects to this writer the positive, cooperative nature of 4-H leaders.

Items 1 through 4 refer to the four objectives of the Leader Forum (see page 1) and the degree to which leaders felt each objective was attained. Considering participants' ratings of 5, 6 and 7 on the continuum as positive responses the combined percentages for the forum objectives (#1-77%; #2-78%; #3-66%; #4-88%) suggest that the leaders felt the forum objectives were attained to a considerable degree. The responses follow:

(N-85)

Item #1 The degree to which the Leader Forum helped me gain an understanding of youth and their needs.

(low)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	(high)
#	2	4	6	8	29	26	10	
%	2	5	7	9	34	31	12	

Item #2 The degree to which the Leader Forum helped me explore new approaches to leadership.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
#	1	1	4	13	20	26	20
%	1	1	5	15	24	31	23

Item #3 The degree to which the Leader Forum helped strengthen my program development skills.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
#	1	5	10	13	24	17	15
%	1	6	12	15	28	20	18

Item #4 The degree to which the Leader Forum helped me increase my understanding of others and self.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
#	2	0	2	7	24	31	19
%	2	0	2	8	28	37	23



Items 5 and 6 were included primarily for this writer's information. We wanted to learn the extent to which participants felt other leaders should be encouraged to attend the National 4-H Leader Forum and whether they felt similar programs could be conducted on a multi-county basis. It is significant to note that 79% felt very strongly that other leaders should be encouraged to attend the National 4-H Leader Forum.

(N=85)

Item #5 The extent to which we should encourage other leaders to attend the National 4-H Leader Forum.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
#	1	0	0	4	7	6	67
%	1	0	0	5	8	7	79

Item #6 The extent to which similar programs could be conducted at multi-county (regional) 4-H Leader Forums.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
#	1	2	2	8	10	14	48
%	1	2	2	9	12	17	57

Items 7 and 8 replicate and were matched with Items 7 and 8 of Form B to determine any regression effect which may have occurred after participants returned to their home environment. Of the 95 persons who provided useful data in Form B, 77% responded to Form C (again, this is considered an extremely favorable return).

The procedure employed with these two items is the same as that of the comparison between Forms A and B. The two charts below indicate either a movement in a positive (+) or a negative (-) direction or no movement (0) during the six month period. It is interesting to note that, given the positively skewed data pertaining to Items 7 and 8 (see pages 7 and 8) wherein at least 80% of the respondents circled 6 or 7 on Form B. Form C showed that over 75% of the same respondents made either no movement or a +1 movement, from their position of six months earlier. And as previously stated (see page 4) a +1 movement for purposes of this paper, could be due to chance effects. Given this relative non-movement, the earlier responses (Form B) to Items 7 and 8 could be considered to adequately reflect the degree to which participants felt they were helped both as leaders and as persons.

Data obtained from Form C follows:

(N-73)

Item 7 The extent to which this Leader Forum has helped me as a 4-H leader.

	<u>-5</u>	<u>-4</u>	<u>-3</u>	<u>-2</u>	<u>-1</u>	<u>0</u>	<u>+1</u>	<u>+2</u>	<u>+3</u>
#	2	1	3	5	16	31	9	4	2
%	3	1	4	7	22	42	12	6	3

(9% indicated a +2 or greater gain; 15% a -2 or greater loss)

Item 8 The extent to which this Leader Forum has helped me as a person.

	<u>-5</u>	<u>-4</u>	<u>-3</u>	<u>-2</u>	<u>-1</u>	<u>0</u>	<u>+1</u>	<u>+2</u>	<u>+3</u>
#	0	1	3	8	10	40	7	2	2
%	0	1	4	11	14	54	10	33	33

(6% indicated a +2 or greater gain; 16% a -2 or greater loss)

On pages 35 - 42 are additional comments which participants made when they returned the six-month questionnaire. Many useful comments were made which could affect future program planning.

## A P P E N D I X

Name: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

STATEMENT OF PURPOSE

My objective(s) for attending this Leader Forum:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

-----

Name: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

STATEMENT OF PURPOSE

My objective(s) for attending this Leader Forum:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

APPENDIX B

FORM A

Name: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

INSTRUCTIONS: For each item circle the number that most closely approximates your feeling. 1 = Low 7 = High

1. The degree to which I understand the purpose of 4-H in my state.

1      2      3      4      5      6      7

2. The extent to which I use teaching aids such as: movies, slides, overhead transparencies, cassette, etc., in my 4-H club.

1      2      3      4      5      6      7

3. The degree to which I feel confident to use teaching aids.

1      2      3      4      5      6      7

4. The extent to which I understand the program planning process.

1      2      3      4      5      6      7

5. The degree to which I involve others in planning a 4-H club program.

1      2      3      4      5      6      7

6. The degree to which I feel confident as a 4-H leader.

1      2      3      4      5      6      7

INSTRUCTIONS: For each item circle the number that most closely approximates your feeling. 1 = Low 7 = High

1. The degree to which I understand the purpose of 4-H in my state.

1      2      3      4      5      6      7

2. The degree to which I plan to use teaching aids in my 4-H club.

1      2      3      4      5      6      7

3. The degree to which I feel confident to use teaching aids in my 4-H club.

1      2      3      4      5      6      7

4. The extent to which I understand the program planning process.

1      2      3      4      5      6      7

5. The degree to which I intend to involve others in planning a 4-H club program.

1      2      3      4      5      6      7

6. The degree to which I feel confident as a 4-H leader.

1      2      3      4      5      6      7

7. The extent to which this Leader Forum has helped me as a 4-H leader.

1      2      3      4      5      6      7

8. The extent to which this Leader Forum has helped me as a person.

1      2      3      4      5      6      7

9. The degree to which this Leader Forum has met my objectives for this week. (Refer to your previously written objectives.)

Objective #1      1      2      3      4      5      6      7

Objective #2      1      2      3      4      5      6      7

Objective #3      1      2      3      4      5      6      7

Objective #4      1      2      3      4      5      6      7



Name: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

In one or two sentences define the following terms. If you can't define a term, leave it blank.

- Program Planning

- Youth Development

- Teaching Aids

- Education

- Interpersonal Understanding

- Citizenship

Name: \_\_\_\_\_

County: \_\_\_\_\_

State: \_\_\_\_\_

In one or two sentences define the following terms. If you can't define a term, leave it blank.

- Program Planning

- Youth Development

- Teaching Aids

- Education

- Interpersonal Understanding

- Citizenship

NATIONAL 4-H LEADER FORUM

March 6-11, 1972

Results of Pre- and Post-Tests  
To Determine Concept Cognition

PROGRAM PLANNING

- |  |   |
|--|---|
| 1. Planning what is of most interest and most useful to 4-H members.   | 1. Plan a program that is understood by all leaders in the county.  |
| 2. Events or activities planned ahead of time according to needs of group  | 2. A plan without action is <u>useless</u> - Action without a plan is disastrous. Be prepared to attempt to meet the needs of the group.  |
| 3. Bringing items into the program that are desired and useful to the participants through joint effort and communication.   | 3. Arranging ideas and resources in an orderly fashion that can accomplish an objective.  |
| 4. A program planned for a 4-H meeting balancing a business meeting, demonstrations, and talks, and last, recreation.  | 4. Plan a yearly flexible club program.   |
| 5. Making out a program for the year.  | 5. What you intend to accomplish; things that members should do; things that leaders and co-leaders are to do; dates to be met.   |
| -----  |   |
| 6. Getting the members together and make a schedule of what they want to do for the year: trips, projects, community activities and meetings.  | 6. Planning events and project with parent, child and leader.   |
| 7. Setting up a schedule of events or items to be covered in a given period of time. In 4-H work such a schedule is usually made up for a club year, the planning of a special event, and the items to be covered at each meeting. | 7. Setting up a series of events, be they for a year program, a month or one meeting. It is the organization behind an event, the setting of goals, methods to be used, aids used, etc. |

- |   |   |
|---|---|
| 8. A guide line to what you hope to accomplish in a definite period of time.  | 8. To involve every angle of town folk, children, leaders, etc. to plan the program which will be meaningful and of use for the year.                           |
| 9. Planning a project program most suitable or compatible for adults and youth on all levels (national, state, county & community).               | 9. Is setting up a project or (teaching) plan and social & community activities for the year; within your own club.   |
| 10.   | 10. A plan that will get action!  |
| 11. Planning a program in advance taking into consideration background of students and their capabilities and ultimate goal of the program.       | 11. Develop a 4-H program with leaders and/or 4-H members on a yearly or monthly basis paying particular attention to methods of enlarging enrollment in clubs. |
| 12. Schedule of events or directional topic for discussion for a smooth run.  | 12. Combined job of all to get the best.  |
| 13. Planning the program to fit needs and sometimes desires when working with group. Putting goals ahead.   | 13. Gathering ideas and selecting delegates to put into a plan for a year the things suggested to fit the needs of the youth.                                   |
| 14. A schedule to follow or something to aim for.   | 14. Make some sort of schedule ahead of time. Know your goals and stick to them.  |
| 15. Plans for the coming year in what we are going to teach.  | 15. Having your program made up and going over it with your children so they may help make the changes.   |
| 16. Plan or outline a club yearly program, leaving room for adjustment.   | 16. Planning a program to develop a good club program - also plans for a full club year.  |
| 17. Planning the agenda and making lists of information and materials to be covered and used for the entire program before beginning the project. | 17. Planning the agenda, materials, and aids to be used in the course of the whole program or project.  |

- |  |   |
|--|---|
| 18. Planning my club program for the year.   | 18. The plan of work for a given time.  |
| 19. Deciding how to present and develop a project over a series of meetings - overall objectives and specific things for each meeting. | 19. Stating specific goals, resources, methods of presentation.   |
| 20. Learn to present a better, well rounded program to our 4-H club members.   | 20. Planning programs in tune with the age group and program if interest and understanding of that group in order to do the best job.         |
| 21. Outlining a series of activities for a year for a club, council, federation, county etc.   | 21. Setting down a yearly program to meet the needs and requirements of an individual club, council, federation, etc.                         |
| 22. Planning the projects to be covered during the year with one's club.   | 22. Making a plan for group activities by involving ideas of all members.   |
| 23. Planning a program in advance to be able to start operation immediately.   | 23. To be able to get together as a group or club and plan a complete program and work with it until you have a successful operating program. |

March 6-11, 1972

Results of Pre- and Post-Tests  
To Determine Concept Cognition

YOUTH DEVELOPMENT

- |   |  |
|---|--|
| 1. Helping the youth of today to grow up to be honest and constantly wanting to help others.  | 1. Teach them the proper ways of leading activities, games and teach them to respect others when they are giving talks or demonstrations.  |
| 2. There are different ways of developing, different times - not all bodily but also emotionally which should combine to give maturity.                               | 2. Helping the youngsters to become a well-rounded, open-minded and respectful person.   |
| 3. Providing opportunities for youth to improve themselves and their peers.   | 3. The building of abilities such as leadership, character, and needed life & livelihood skills.   |
| 4. The ability to begin in a program and in each year to learn more.  | 4. Teaching youths self-confidence and their ability to progress in projects.  |
| 5.  | 5.   |
| -----   |  |
| 6. Teaching a child projects and activities to build his body and his mind.   | 6. Teaching a child things that will help him to get ready to understand and possibly to improve himself.  |
| 7. This is the process of helping a young person grow to his full potential as a person, student, and citizen. It is guiding him along socially acceptable standards. | 7. The process of helping our young people grow in mind and body, from children into adults. It is helping young people, grow into useful, productive citizens with a respect for themselves and others. |
| 8. To help youngsters find themselves, their place, their skills with a variety of ways.  | 8. To encourage the full potential of youth in it's relationship to itself and everyone around to develop into a well organized and happy individual.  |
| 9. Youth becoming better citizens; a building of mind, body and spirit.   | 9. Youth becoming good citizens.   |



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|--|---|
| 10. Help youth to be respectable citizens by helping others in club, community, and home.  | 10. Teaching youth to be responsible citizens.  |
| 11. Development of children up till adult including personal traits, skills, and a good program of physical education.   | 11. Development of young people by giving them responsibility, teaching them citizenship and helping them to learn how to interact with their peers and adults. |
| 12. The maturing of youth through the taking of responsibility and the learning of skills.   | 12. Goal of leaders/parents for the next generation.  |
| 13. Bringing out that "thing" in the individual that will help him gain confidence, cope with situations and he himself will want to set goals and be willing to achieve them. | 13. Channelling the youth in a direction that can benefit them.   |
| 14. Keep up with the times to understand them better; work with them not against.  | 14. To help any child regardless of what she or he may be to make the best of what we have and help others grow.  |
| 15. Having the children to get along together & work together.   | 15.   |
| 16. Helping youth grow in mentally as well as physically (nutrition) to develop confidence in their undertakings.  | 16. Helping youth to understand by offering them understanding and help to grow mentally as well as physically.   |
| 17. Maturation of mind and body of youths to young adults.   | 17. The maturation both physical and mental of young people between ages of/or 9-16 yrs.  |
| 18. Children developing new skills or improving on old ones. Also developing thinking ability.   | 18. Everything a youth does in growing up - physical & mental.  |
| 19. Helping young people to grow in maturity, relationships with other people and learn specific skills.   | 19. Acquiring ability to get along in our society, sense of own worth, knowledge and maturity in making decisions.  |
| 20. To teach & develop skill of every day living to our youth.   | 20. Help youth to grow in mind as well as body.   |

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| 21. Helping young people realize their full potential.              | 21. Any fun, educational, recreational program which will help a youngster develop their full potential. |
| 22. Growth of the individual member physically, mentally, socially. | 22. Growth of the individual physically, mentally, emotionally.  |
| 23. Working and helping the youth.                                  | 23. To work with youths to help them build a better understanding in themselves, others and club work.   |

# NATIONAL 4-H LEADER FORUM

March 6-11, 1972

## Results of Pre- and Post-Tests To Determine Concept Cognition

### TEACHING AIDS

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|--|---|
| 1. Helping youth to learn by instruction but also to develop own way of thinking.  | 1. Use of more materials from the county office.  |
| 2. Manuals, literature, slides - anything that will get the true meaning across quickly and easily.  | 2. Instruments to get the message across quickly to the group so that they retain most of what is offered.  |
| 3. Tools of the trade of communicating ideas.  | 3. Materials available in the community including resource people as special teachers, sponsors, and advisors; resource places for learning experiences.                                      |
| 4. Tape cassetts,movies, invite experienced people to demonstrate their skills.  | 4. The use of boards, such as flannel or black, paper, and other mechanical devices, slides tapes and etc.  |
| 5. Use of pictures, the use of the actual thing, movies or slides, audio visual.   | 5. Things to use so people can see what you are talking about. Slides if needed. Books and the finished project so one can see how it is to be done.  |
| -----  |   |
| 6.   | 6. Materials to help you teach a project. Visual, flip charts and felt boards.  |
| 7. Any outside assistance which aids in the learning process. They are tools of learning such as overhead projectors, slides, movies, etc. and are sometimes referred to as A.V. aids. | 7. Anything which assists in the learning process. They may include slides, movies, speakers etc.   |
| 8. Items that show, teach, guide or lead persons in various fields. These can take on the form of films, walks, talks,or doing it themselves from a practice time.                     | 8. Anything that is seen, used, read, worked with is a teaching aid, from a needle to a hammer; a film to a book, a shop to a hospital , a policeman to a jail, an agent to a representative. |

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| 9. Slides, movies, bulletins; things that help you as a leader to better teach a project.                         | 9. Such things that further explain some subject that the leader or (teacher) wants to get across. Ex. film, slides, tapes, flannel board, flip chart. |
| 10.   | 10. Visual aids that can spur the individual to act.   |
| 11. Includes public presentations and enthusiasm.   | 11. Include film strips, cards, tapes, etc.  |
| 12. Anything used to teach a point other than the voice.  | 12. Anything with which education is transmitted.  |
| 13. Kits from office such as slides or make kits that show the project in a real way.                             | 13. Slides, blackboards, posters, overhead projectors or anything that helps you relate a subject.   |
| 14. Any visual aid -movie, slides or samples of anything concerning a project.                                    | 14. Use visual aids more, more sinks in as you see it as TV, movies, skits, etc.   |
| 15. Using the slides and movies. Also all of the small books at 4-H office.                                       | 15. Machines you need to help teach your 4-H lessons.  |
| 16. Cooperative Extension materials project books as well as slides and films.                                    | 16. This is a variety of things including visual aid equipment, bulletins, demonstrations, etc.  |
| 17. Equipment and materials (perhaps even other people) to help the members to learn the concept being presented. | 17. Guides or helpful material or people to assist in "teaching" planned materials.  |
| 18. Anything that helps in teaching a project, other than, equipment needed for the project.                      | 18. Ways of teaching youngsters. Using implements to help teach.   |
| 19. Audio Visuals-slides-films-transparencies-records-games.  | 19. Visual aids (film, slides, flannel boards, tape, records, flip charts). Discussion groups, questionnaires, quizzes.                                |
| 20. Books, meetings, that help leaders train our youth.   | 20. Aids that make teaching more interesting.  |
| 21. Slides, records, films, books, life experiences, trips, etc.  | 21. All the same things I listed on the first sheet-books, slides, movies, records, trips, life experiences.   |

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| 22. Pamphlets, visual aids, tools, project materials.           | 22. Using visual aids, community resources, individual skills as well as developed program materials for teaching.                 |
| 23. Aids that can be borrowed from 4-H office to teach classes. | 23. To be able to have knowledge and access in any type of teaching equipment that might be useful and helpful to a group or club. |

NATIONAL 4-H LEADER FORUM

March 6-11, 1972

Results of Pre- and Post-Tests  
To Determine Concept Cognition

EDUCATION

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|--|--|
| 1. To become more aware of the surroundings. To learn about a wider range of things.   | 1. Teach them the do's and don'ts on 4-H projects.   |
| 2. Enlightenment and understanding of what is going on-totally.  | 2. Learning processes can be so varied, by book, lecture, jokes, rap sessions, etc., etc.  |
| 3. Any learning process.   | 3. The total process of learning from birth to death.  |
| 4. The ability to learn new skills.  | 4. Use as many different means that I can think of to help educate our group.  |
| 5. What you have actually learned from the project lecture on what have you.   | 5. Where I can get more material on a subject.   |
| -----  |  |
| 6. Teaching a child something that he doesn't or isn't sure about.   | 6. Teaching and saying words that a child could learn from.  |
| 7. The learning process - the transmission of knowledge.   | 7. The process of learning. The transmission of information from one mind to another be it through personal contact, a movie, a book, etc. |
| 8. The growing of an individual in all phases of his life, whether by book or practical application. Any form of study is education. | 8. The never ending process that one involves his life and in all his life to go to the fullest and best of his ability.                   |
| 9. Learning and practicing what you have learned.  | 9. Learning new facts and learning how to apply this knowledge.  |



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| 10. |  | 10. | Is the act of learning from teachers, aids, parents, etc.  |
| 11. | Learning as much as possible.  | 11. | Formal and informal learning either through teachers or experience or both.  |
| 12. | Learning of skills and knowledge.                                    | 12. | Major solution to the world's problems.  |
| 13. | A process of teaching and learning.                                  | 13. | The effect of teaching either thru project leaders or field trips to increase knowledge in any subject.                                      |
| 14. | Learning to do things better in some cases or just learning.         | 14. | Learning and putting it to use.  |
| 15. | Learn from different books on these new projects.                    | 15. | Is to help develop your mind more in different subjects.   |
| 16. | Learning by everyday living as well as school.                       | 16. | A learning process - hopefully inspire to know the joy of learning.  |
| 17. | Presentation of knowledgable information and the experience of life. | 17. | The socialization of people to the ways and means of the society in which they function.   |
| 18. | The process of learning - from cradle to casket.                     | 18. | Process of learning from cradle to death.  |
| 19. | Teaching people how to learn, arousing interest and motivating.      | 19. | Learning how to think and solve problems in an adult way.  |
| 20. |  | 20. | Teaching youth to make use of their talents and skills and helping them to grow.   |
| 21. | Traditional classroom groundings in the various disciplines.         | 21. | Before I had a more stilted view of a classroom setting (formal) now - any learning or experience which broadens and expands a person.       |
| 22. | Process of growth which develops the whole person                    | 22. | Process by which the individual's whole person is developed - physically, emotionally, mentally.   |
| 23. | Received from 4-H, classes and council meetings.                     | 23. | To have an open mind to accept as much education in any field as possible. Never feel you know enough. There is always so much more to gain. |

# NATIONAL 4-H LEADER FORUM

March 6-11, 1972

## Results of Pre- and Post-Tests To Determine Concept Cognition

### INTERPERSONAL UNDERSTANDING

- |  |  |
|--|--|
| 1.   | 1.   |
| 2. Feeling what the other person feels or needs.   | 2. Put simply - try to work in the other persons shoes, but this can be difficult for us to do. Communication.   |
| 3. Two-way communication that bridges the gaps.  | 3. An ability to communicate without communication breakdowns, or at least understanding the conflict or breakdown so the path can be re-routed for successful completion.                                       |
| 4.   | 4. Looking a little deeper into my own attitudes and trying to improve the understanding of other youths. Leaders and just people.   |
| 5.   | 5. How to understand and understand the individual better..  |
| -----  |  |
| 6.   | 6. Having members understand themselves.   |
| 7. Being able to comprehend others problems without getting involved personally.   | 7. Ability of two or more people to communicate ideas, to relate to one another and thus to establish a more complete understanding of the world in which we live.   |
| 8. A person is made up of many persons. We must be able to understand each of these persons to understand the person as a whole. | 8. Understand the many phases of man, that he is indeed a complex person of many persons- (an adult, child, parent) and that all these forms have to be known to understand him as a full and living individual. |

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| 9. Getting along with 4-H youth and members of your community.  | 9. Becoming more flexible as an individual, the study of psychology to better understand the actions of yourself and other people. |
| 10.   | 10.  |
| 11. Learning to get along by understanding the other point of view.   | 11. Ability to see situations objectively.   |
| 12. Peaceful co-existence-walking in the other man's place.   | 12. Coupled with education.  |
| 13. Being a guide, being a listener, not always a talker.   | 13. Guiding one, being a listener.   |
| 14. Getting to know one as an individual.   | 14. People are just human beings no matter where you go its friends you meet. We are more than one person really.                  |
| 15. Learning to understand each child.  | 15.  |
| 16. Feeling a closeness to the children-understanding why they act as they do.  | 16. Understanding people and their feelings and needs-yours too!   |
| 17. Communication from one person to another with conceptualization of the others ideas and feelings.                                   | 17. Communicating with the projection and acceptance of the other person's feelings and thoughts.                                  |
| 18. Understanding the people you work with.   | 18. Interacting with other people.   |
| 19. Understanding between people. Becoming aware of differences and learning to live in tolerance. Dialogue and communicating as means. | 19. Relationships between people and understanding what makes people behave as they do.  |
| 20. Helping leaders and our youth to understand themselves and others.  | 20. Getting along with themselves and others by doing projects by themselves and for others.                                       |
| 21. Real communication between people-nothing superficial.  | 21. Meaningful communication between people-nothing superficial-such as polite converstation.                                      |

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| 22. Relationships between people which leads to consideration for one another's views. | 22. Understanding between individuals and groups of people.   |
| 23. Always much more to understand.  | 23. A gain in which many things were not understood and have been made clear. Also an opportunity given me to realize I can now have more confidence in myself. |

NATIONAL 4-H LEADER FORUM  
March 6-11, 1972

Results of Pre- and Post-Tests  
To Determine Concept Cognition

CITIZENSHIP

- |  |   |
|--|---|
| 1. How to meet and get along with others. How to help guide those that need a lift.                        | 1. Help them understand the importance of commuting with others in a wider area.  |
| 2. Respect not only for our country, flag, etc., but every human individual.                               | 2. Appreciation of the many freedoms of our country and working to preserve them, possibly making them better.  |
| 3. A sense of pride in our social-governmental states and its development.                                 | 3. Understanding and pride of heritage that enables the individual to live and promote improvements and adjustments to meet changing tech., social and other world conditions.  |
| 4. To be a credit to your community.   | 4. To remind others of the importance of our own relationship to our country.   |
| 5. How to be a good citizen and not just a citizen that means to do good in a community and not a knocker. | 5. How to get along with other people better.   |
| -----  |   |
| 6. What you can do to help improve things with the help of others.   | 6. Helping and understanding problems of the community.   |
| 7. Living up to the socially acceptable standard of one's community and country.                           | 7. A good citizen is one who lives up to the laws of his community and country. He strives to be a productive member of society.  |
| 8. We must become the best we can to live in a country that has as many opportunities as this one gives.   | 8. We are all citizens first of all in God's universe, in the world, in this nation, our state, our country, our town, our family. Are we the best we can be in all these, are we really proud of what we are? Do we tell this, do we show this? Do we feel this? If we do then, all begins with us and goes on!! |

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| 9. Practicing brotherly love.  | 9. The study of our heritage and the working of local, state & federal governments; also taking an active part in your community such as belonging to community service organizations. |
| 10.  | 10. Is exchanging ideas of government and learning about countries and how they are governed.  |
| 11.  | 11. Ability to respect other people whether they agree with you or not, and the desire to improve your community.  |
| 12. Responsibility to county-pride.  | 12. Responsibility for knowledge of past, present, and future relationships of our country.  |
| 13. Wanting to be of help in a community whether it be small or large--not only community but even to another single person. | 13. What you learn--to share whether it be of laws and Americanism or being a good neighbor, helping in any way.   |
| 14. Learning our government and laws of the land.  | 14. Understanding the world we live in and appreciate all the riches we have.  |
| 15. Washington trips for adults and short course for children.   | 15. Learn more about your government and to get along better.  |
| 16. A better understanding of government and a better faith in our lawmakers.  | 16. Learning and knowing the governing process and working toward a better democracy-taking part in elections and local government.  |
| 17. Membership of oneself and his ideas toward a central, established ideal.   | 17. Having the feeling of understanding, approval and membership in an organized society.  |
| 18. The way we live, our attitudes.  | 18. The way we live.   |
| 19. Awareness of one's role as a responsible member of society.  | 19. Becoming a responsible, contributing person in our democratic society. Learning and doing.   |

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|--|---|
| 20. Working together to become a better person and thus a better citizen.                                  | 20. To become a better person and thus a better citizen.  |
| 21. Manner in which you live at home and in your community for your own benefit and the benefit of others. | 21. Everything a person is and does since it effects others in the home, in the community, in the nation and the world. |
| 22. The allegiance to a specific form of society.  | 22. Allegiance to a certain form or structure of society. Adherence to a particular set of rules in a society.          |
| 23. Heard it was a great project.  | 23. Being able to communicate and be helpful with others in any way possible.   |





September 6, 1972

Dear 4-H Leader:

Six months have passed since we had an opportunity to meet at the National 4-H Leader Forum in Washington, D. C. During this period you most probably have had a chance to reflect on its value to you.

You may recall when you filled out some forms on Monday and again on Friday during the Leader Forum, we indicated that a six-month evaluation would be sent to you. Well, here's Charlie again with that form (the last one)! This form contains several questions which focus on the purpose of the program. We would like to determine how you feel about each item. As before there are no right or wrong answers. The items are similar to those to which you responded while at the forum.

Please take five minutes now and circle that number which most nearly indicates your feeling about each item and return the form in the enclosed envelope. The information we have already received from the other forms you completed has proven helpful in restructuring future 4-H Leader Forums.

Could you return this to me by September 20.

Please accept my sincere appreciation for your kind assistance in completing this assignment. I trust all is going well in your personal life as well as your 4-H life.

Sincerely,

Charles F. Dvorak, Jr.  
Program Leader  
Youth Development 4-H

CFD/cc

Enc.



Instructions: For each item circle the number that most closely approximates your feeling. 1 = low 7 = high

1. The degree to which the Leader Forum helped me gain an understanding of youth and their needs.  
1      2      3      4      5      6      7
2. The degree to which the Leader Forum helped me explore new approaches to leadership.  
1      2      3      4      5      6      7
3. The degree to which the Leader Forum helped strengthen my program development skills.  
1      2      3      4      5      6      7
4. The degree to which the Leader Forum helped me increase my understanding of others and self.  
1      2      3      4      5      6      7
5. The extent to which we should encourage other leaders to attend the National 4-H Leader Forum.  
1      2      3      4      5      6      7
6. The extent to which similar programs could be conducted at multi-county (regional) 4-H Leader Forums.  
1      2      3      4      5      6      7
7. The extent to which this Leader Forum has helped me as a 4-H leader.  
1      2      3      4      5      6      7
8. The extent to which this Leader Forum has helped me as a person.  
1      2      3      4      5      6      7

THE FOLLOWING COMMENTS WERE RECEIVED WITH THE SIX-MONTH FOLLOW UP STUDY:

Lucile Homes  
Wyoming Co., N.Y.

Where do you find all the forms to fill out? Got any more up your sleeve?

Pat Poci  
Whiteside  
Illinois

I would again like to thank you for very nice time I had at 4-H leader forum. In our county we are discussing the idea of forming a leaders (county) conference and I've been asked to work on our local 4-H foundation committee. I'm sure I'll enjoy working for it.

Personally, I've decided to go back to school this fall. So as you see, I feel I've gained a great deal from attending the Forum.

Nell Fisk  
Oswego, N.Y.

"Not another form to fill!" - was my reaction to your letter but after reading said form felt it was a good idea. It may result in some renewed thinking and hopefully action as, about now Washington seems quite awhile ago! (How's that for honesty?)

The upcoming regional leaders forum for central N.Y. will hopefully be beneficial. If we have "I'm OK Your OK" again it will be my fourth time and I'm sure I'll learn this time!!!

Just couldn't send the form back without my hand written "two cents" and a chance to say thanks for the great job you did in Washington.

Ellen Kimball  
Chemung, N.Y.

I enjoyed the Leader Forum very much. It gave me a feeling of not doing an adequate job but did not change what I feel is right for our particular group--learning to sew.

Arlene Bauer  
Jefferson, N.Y.

Hope all is well with you and family. Frank and I will always remember the great stay at the Center, seeing Washington and meeting so many nice people. Keep up the good 4-H work!

Dawn Raymond  
Oswego, N.Y.

Being the mother of 5 and step mother of 7 with all 12 at home the leader forum was a tremendous value for me. It not only helped in my 4-H club but with my own children at home. I was having a lot of terrible (trouble) excepting some of the teenage fads. Such as long hair on boys. The girls wearing dungarees all the time, etc. After hearing and learning P.A.C. and I'm Okay and Your Okay, I didn't have these problems any more. My teenagers thought I was a much better person when I came home. and so do I. I look at life in a different way now. I'm far from being as good and understanding as I would like to be. But believe me I am still working out any problems I have. I find myself saying, hey get that adult out there. Instead of your child.

I will never be able to tell how much I appreciate all that was taught at the leader forum because I could never find enough words or the right words. All I can say is Thank You to all who was there at the leader forum making me a better person.

Priscilla Barber  
Tompkins, N.Y.

It was just great! As you<sup>probably</sup> know we are working on a multi-county leader forum, only hope it is half as successful.

Ann Gatlo  
Nassau, N.Y.

Sorry I never got around to mailing the pictures sooner. It sure was a blast, as the pictures show. Only one change in the wording. I'm OK?? Your OK?? (Really you were great. See you at the Forum!)

Kaye Roach  
DeKalb Ill.

If you are ever this way, stop at DeKalb Farm Bureau and say hi! You're Tops!

Alice Mueller  
Cook (N), Ill.

We held a "mini forum" FOR THE leaders in North Cook County and tried to duplicate what we had learned. The results were great. Thought you might like to know this "Charlie"

Juanita Lukman  
Iroquois, Ill.

It was truly an honor to be selected as the first one from our county to go to this forum. It will surely be a long time before a much-nicer rewarding thing will happen to me. Several things I learned have already been used in the county. And, of course, there's always room for improvement.

Dorothy Martin  
DeWitt, Ill.

It not only make you a better leader or person but a better citizen of our great country U.S.A.

Anita J. Mattison  
Chemung, N.Y.

I wish I could attend every year! Have some wonderful memories about it.

Dorothy Jacobs  
Cook, Ill.

Wish it could have told me how to put more hours in the day. The two biggest problems in our area in which I hope some time can be devoted to in other forums: (1) How to keep the 4-H members of jr. high age and above in the program. (2) How can we get parents to realize the importance of being interested in their childrens activities (other than fancy homes, clothes & colored TV). In our area these are the children "on the streets" in my opinion.

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